

English Language Learning through Self Efficacy Enabling Sustainability in Disguise

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ABSTRACT:

Self-efficiency plays a vital role in second language acquisition while stressing educational beliefs, abilities, limitations, and aims of the learners. The aspect of self-efficacy has a close relationship with the setting in which one finds themselves in the daily life setting and this determines whether or not the person is capable of efficiently learning. The main purpose is to stress the importance of self-organization and self-development to develop learners' language skills. The theoretical justification for the development of the theoretical framework is cognitive learning theory which defines learners' thought processes that lead to self-learning. The approach used in this study is the methodology that is rooted in a literature review that is used to inform the actual research study on the chosen topic. The results as well as conclusions show that self-learning enhances learners' sense of accomplishment where they are at the moment and enables them to function effectively in their environment. Through the interpersonal communication technology or social networking sites or other techniques and methods, English language skills such as communication, pronunciation, and grammatical skills can be easily learned. Thus, it is recommended not to focus on textbooks as these resources contain rather limited information and use a variety of sources containing a vast amount of information and possibilities to reveal oneself. Teaching consistencies in self-learning enable learners to construct learning paths on their own without having to deal with nation and world ideologies and /or systems which are not necessarily relevant or beneficial to learner's abilities or worth. By applying this approach, learners are in a position to review and distinguish between what they know, what they want to do, how they perceive things and barriers faced during the learning process. Thus, through such kind of self-training based on self-organization, not only language learning and development is promoted, but also the learners gain increased awareness of their individual learning processes and approaches. The findings of the study emphasize the importance of promoting self-efficacy to support learners' intentions and goals of learning a foreign language.

Keywords: Self-efficiency, Abilities, Capabilities, Interaction, Ideologies, Cognition, Motivation

1. Introduction

Self-efficacy is a belief that one can hopefully perform a given task. This belief helps the learners to learn English Language more effectively. There are two aspects in this belief namely cognitive and motivational. The cognitive aspect refers to the act of thinking and mental procedures involved in the process of learning. The motivational aspect refers to the motivation attained through the driving sources that can be of any means. The cognitive method refers to the learning strategy, that involves the instructor and learner whose mental process is studied through guidance. The learning process and learning style is monitored by the instructor to give an effective outcome. In a language classroom computers are regarded as the Instructional instrument which the instructors feel comfortable for teaching. The development of English language among the learners increases the fluency rate and the accuracy of learners to take up the new language for speaking not only in the classroom atmosphere but also at higher levels (Ustun, *et al.*, 2022). In motivational aspect, the external sources and the educational tools play a major role. The motivation provided by different means namely, career opportunities, exploring the

world, interest in modern techniques as Virtual Reality and Augmented Reality etc. The online games are becoming more popular these days. The Virtual as well as the Augmented Reality is experienced in simpler ways. The Pokémon Go game is one of the best examples of AR games that are popular internationally. The learners can be motivated through the smart applications like Netflix, Talk shows, Quiz your English, BBC News, HBO, Star Movies, The British Council, BBC learning English, Grammarly, etc. The learning of second language is not that easy and knowing this one must use the opportunity they receive to learn the language in an effective manner. People must understand the importance of the English language and the credits they get when they are English language speakers. All speakers are not very good writers and all writers are not very good speakers. Therefore, one must not force themselves to become one or the other (An, *et al.*, 2021). Structural model of the associations among online English learning motivation, online English learning anxiety, online English learner beliefs and online self-regulated English learning is shown in figure 1 (Wang & Zhan 2020).

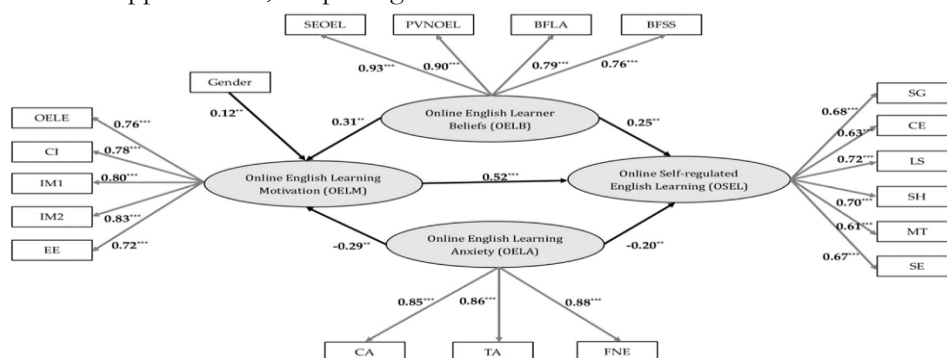


Figure 2: Structural model of the associations among online English learning motivation, online English learning anxiety, online English learner beliefs and online self-regulated English learning. * $p < 0.05$, ** $p < 0.01$, * $p < 0.001$. Source : Wang & Zhan 2020**

2. Cognition and Self-efficacy

The act of remembering, thinking, learning the language all comes under cognition. The retention of clinging onto the information is possible only if there is a proper understanding of the concept. The concept is delivered or shared as a whole in which our brain plays a major role

in breaking the information in small clusters and understanding the deep meaning behind it. In English language learning process, guidance along with the act of thinking and rethinking help the learners to understand concepts and ideas more easily. For example, if a learner learns a new alphabet A, the teacher might guide the learner by

teaching the alphabet A for Apple. Self-efficacy mode starts when the learner rethinks a new word for the same alphabet A for Aero plane.

Self-efficacy gives the learners a hope or belief that they can effectively use their knowledge in finding an alternate method of learning the new language (Graham, 2022). The learners need not depend on books and materials to learn English Language instead they can learn language from what they see and use in these modern days. Remembering or thinking itself helps the learners to express themselves in front of others through this the communicative English can be developed. In cognitive method itself there are different strategies that can be utilized by the English Language Learners. The strategies include

- Visualisation
- Association
- Organization

Visualization is the pictorial presentation of things that is captured easily by the mind. This helps the learners to keep the information in a precise manner in their memory. The flow of words can be formulated with the help of words we have kept in the mind. An imagery of the dictionary can be kept in our mind that can be used during communication.

Association can be associating the words in reality. The act of thinking and rethinking helps in bringing new words to the learner's minds that can be used in the above mentioned situation. The learners can associate their stream of learning along with the English language. This helps the learners of English to seek career opportunities.

Organization is the arrangement of words and sentences that give a meaning. The recollection of thoughts and ideas can be organized by the learner in their mind itself. This enables the learners to grasp the questions and answer them accordingly. The topic suggested in the class can raise a lot of questions in the mind of the learner but when they have an organization of thoughts and ideas it can be helpful in the stipulated time (Cooke, 2024).

3. Cognition in English Language Learning

Self-efficacy attained through cognition is different from the other mode of learning. The learners of English Language are free to learn and express the new language in their own ways. The English language is the only language that can be easily learned and expressed verbally, visually and physically. The verbal learning includes any mode of listening to speeches, orientations and advertisements that improves the Interpersonal and Intrapersonal communication of the learners. The learners through listening gain ideas, thoughts and concepts of the language and enhance themselves verbally. The learners with the help of modern technologies like smart phones, tablets and computers can teach others or guide them to take the right path in learning new language. The YouTube Channels like BBC Learning English and Easy English guide learners in the easiest ways to speak English Language. The visual learning of English language is associated with images, pictures and presentations that give the learners a clear representation of Language. The Spellings and words can be learned with the help of flash cards and picture description. The learners can watch a number of videos on the internet on grammar, formulation of words, syllabification etc. The physical learning of English Language includes learning in a classroom environment with the help of the instructor, through role plays, task based learning etc (Chalmers, 2024).

The four skills in English Language are interlinked and one skill cannot take place without the other. The learners must cling on to the effective means of learning that makes the learning process easier. The collection of information or knowledge regarding the new language is vast and it is the duty of the learner to choose the right path in learning. The modern techniques have lot of stuff in general from operation to implementation. Learners of English language must learn how to operate the technical equipments and to implement the content in the effective manner.

The learner has to select the positive as well the negative exemplars so that learners will have a mind to accept and face both the situation in their life. The learners with the help of their own abilities must try to gain the knowledge. The cognitive abilities are taken into consideration than the affective ones. The instructors do not have any work in general and they teach the learners the language and it is the responsibility of the learners to go through the materials and prepare their own essays. The instructors play a minor role and assess the learners based on their presentation. The instructors initially give the

ideas in the learner's mother tongue and gradually shift themselves to the target language which the learners have to follow along with the instructor. The culture is there in the prescribed materials when it comes to this method of teaching. This method also focuses more on the four skills which is taught right from the beginning. This method, though it appears good in the sight of the learners, is the responsibility of the learner to study the language effectively. Cognitive Learning Theory psychological factors are shown in figure 2 (Khudair, 2018)

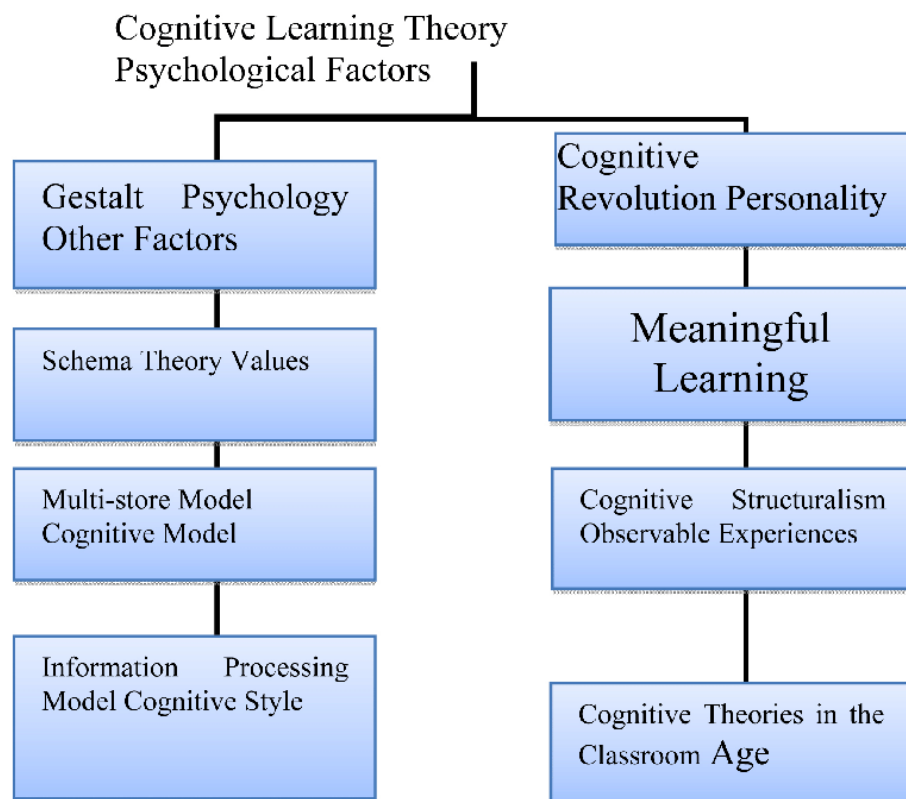


Figure 2 : Cognitive Learning Theory. Source : Khudair (2018).

3.1 Advantages of Cognitive method

- This method provides the learner more opportunities to be creative. The learners of this method have more creative power than others as it is something related to the mental process where the usage of the brain is more. They think a lot and come up with more creative works.
- The instructors of this method always have a concern for accuracy. This accuracy is expected right from the pronunciation to the writing process. The four skills are all treated on the top rate based on the accuracy.

- The learners depend a lot on the external materials and that can be of different means based on the effort they take for improving the language.
- The learners of this method do not experience any kind of stress as whatever they think or do based on the topic is accepted in this method. There is no need for them to run behind the materials for the effective learning process.

3.2 Disadvantages of Cognitive Method

- The instructor has nothing to do with the learning process as it is the responsibility of the learner to collect materials and prepare essays on their own.
- At the initial stage, the learners were taught the native grammar and the explanation of which is boring and time consuming.
- The major things like performance and Competence are always problematic.

4. Motivation and Self-efficacy

Motivation always refers to the driving force that enabled one to achieve something in their life. This motivation can be of an external source or and educational tool that helps the learners in giving good results in life. The external source can be an instructor or some modern technologies used by speakers who are well versed in English Language. The learners can make use of the guidance from the instructors and the resource persons and can make use of them in learning English Language (Albakri, 2024).

4.1 Motivation through External source

The technological integration enables the learners of the language to learn out of interest and satisfies them visually and being melodies to their ears. The learners can learn more things which are new in general. Technology itself teaches a lot of things to an individual. When it comes to language learning it does not end with the learning of language alone but one can learn a lot of things including the operation of the learning source. The learners must understand the methods used in the operation of the external sources. A learner cannot end up in the technological method of learning unless they know something about the operating system. The instructors revealed that the chalk and talk method is not applicable for teaching English language mainly because of two major reasons (Zhou *et al.*, 2024).

The two reasons include Advancement in education and Time Management. The Advancement in education is nothing but the

change in syllabus that is prescribed to the learner in the present days. In the earlier days, there was no such advancement and the learners fully relied on the text books. The learners who wished to learn English Language through Self-interest did not include any syllabus or schedule that consumes a lot of time. The learning included certain activities like group discussion, activities that does not have stipulated time (Lee & Seo 2024).

4.2 Motivation through External Tools

Educational tools also play a major role in English Language Learning; these educational tools also provide a platform for the students to interact more thereby increasing their communicative English skills. The Educational tools include, Duo lingo, Quiz your English, Beelingu, Hello Talk, BBC learning English, Grammarly.

4.2.1 Duo lingo

It is an English Language learning website where the students can learn the language more effectively. It has a concept of “tree” which has different units and sub units that is helpful in learning English Language more effectively. This has six levels in which the learners have to take different task to complete the language learning process. The users can make use of the “test out” option to test them before preparing themselves for anything. The English Language learners can have conversation with others like a competitor as well as a friend.

4.2.2 Quiz your English

This application is an international application where the learners can keep competitions among themselves and they can improve their vocabulary (Sun & Wang, 2020).

4.2.3 Beelingu

This focuses mainly on the reading comprehension. The passage is given for the learners where they can read and find the solution to the answers or the content they are looking for. This application is known for memory skills and multi-tasking. Tasks related to memory development were given to the readers to enhance the learning process. This also gives

more knowledge about the different cultures of different countries that can be helpful to the learners of English for their survival.

4.2.4 Hello Talk

This is a live classroom where the learners get connected with the native speakers. This application helps the learners to get a real classroom structure. The interaction helps the learners to improve their communication skills more effectively. The learners from India can connect with the learners in London, America and get to know the nuances in learning the language.

4.2.5 BBC Learning English

The materials provided are in simple terms and can be grasped easily by the learners. Daily lessons will be added in the classroom and the learners can set program and get the needed information at the right time. The learners need not wait for the things to be shared instead they can make use of the platform provided through the application.

4.2.6 Grammarly

Grammarly helps the learners in correcting the errors which is accurate and apt to the point. It reduces the fear among the learners and gives them a hope that even the hardest grammar parts are easy to learn and speak. Best reviews were given by the learners regarding this Grammarly application.

5. Motivation in English Language Learning

The Motivational Method provides the comprehensible input and with the help of this the students gain the language naturally. The learners are secured with the environment where they have a lot of motivation and this ultimately reduce the stress level. Here, it is the responsibility of the instructor to produce a peaceful environment for the learner to just relax and be confident in whatever they do. The motivational or the influential factors in the learning of English language include:

- The learners Environment
- The learners Psychology
- Influence of the instructor or trainer

- The Study materials

The first factor is the environment that has a great impact on the learners in learning a new language. When it comes to the modern method of teaching, the process must include the materials that improve effective learning. The environment also includes the background of the learners, the situation in which they are brought up. In the rural areas, the children of daily workers struggle a lot with the money their parents earn. The parents cannot buy their kids electronic gadgets for them like the parents in urban areas. Such learners will not gain an opportunity to look into this world in a different aspect like the learners in the urban areas do.

The second important factor is the psychology of the learners. The learners have to sacrifice a lot for their career if they want to come up well in their life. The same thing happens in the second language learning. The effort they take to learn to the new language, will improve the confidence level of the learners. The learners will inherit a strong will to face anything that comes in their life. When the learner comes to know that the learning of second language is possible only with the support of certain factors they must dedicate themselves to study those factors and improve the language instead of remaining in the older state and spending money on unknown factors as necessary factors are provided effectively only through certain limited technologies (Anam & Stracke, 2020).

The third factor is the influence of the instructor or trainer. The English language which is taught as the second language has certain nuances which should reach the children in an effective manner. The role of instructors or trainers is important because only through them the learners have to learn the new language. The instructor should have certain qualities that improve the second language among the learners and motivate them to achieve their goals. To become an efficient English Language instructor, the individual should possess certain qualities. The qualities include the knowledge about the subject, approachable nature, respectful, passionate and caring. The knowledge about the

subject is the most important of all the qualities. Only if the trainer has a very good knowledge about the subject they can carry out the process of teaching easily. Nowadays, the trainer also should have an idea about the technology. Since most of the Institutions prefer trainers with computer knowledge. The trainers must actively take part in the FAQ session where the learners can ask questions freely regarding the subject (Rahimpour & Nariman-jahan 2017).

The study materials provided for the students in learning the new language is the fourth important motivational factor. The study materials must be clear and simple in terms of explanation. The language centres and organizations normally follow the pattern that is being taught internationally. The text book contains certain activities like group discussion, activities to be carried out in the classroom as well as in the Language lab without any practical implementation. The learners at this point can take effort to partake in the practical sessions that gives and effective insight into the new language. The language centres located in the cities have language labs and big classrooms enough to conduct different activities. The learners away from bigger cities can learn all these from their computers and by downloading applications that enable registrations in taking online debates and exams in English Language. The learners can adapt to the new environment easily and can form social groups and discuss the subject. The study materials can be referred to in general, but the instructor can arrange several activities in the classroom or in the open ground where the learners can practice and improve the language. The learners can take part or volunteer themselves in enacting plays from literature for improving their communication skills. The learners were given freedom to choose their motivational organizations that serves as the best place to reveal their talents. The learners from the bigger cities can engage themselves in watching videos related to language development in addition to the portion prescribed in their study materials or syllabus.

The syllabus provided by the educational Institutions has limited portions and therefore

the learners can engage themselves in reading other texts or articles that improves one language. The learners who are very new to the language need not think that only the learners in the urban areas can have very good communication skills. It depends on the learner's interest in learning the language by different means. The best way is to use the library in the colleges. Almost every college in India has e-library where the students can get materials related to second language leaning. The text books give a clear explanation from the basics or fundamentals to the higher level. The articles published in the journals also helps in the learning process. The learners can also read these in addition to the study materials provided. The learners can learn a lot of things through the journals that is published on weekly and monthly basis. The motivational factors can differ from learners to learners and the learners need not compare their abilities with other learners. The motivational factors have many advantages and disadvantages that once again differ from the learners to learners. The learners who wish to learn in groups try to contact other learners and with the help of instructor they tend to learn new language. The learners who are introverted based on their environment tend to use the study materials and learn wherever they are.

6. Proposed Methodology

6.1 Research Design

This study incorporates a qualitative ethnographic design to examine self-efficacy and independent English learning among urban and rural learners. The data was collected through classroom observations and structured questionnaires which are distributed to the learners, focusing on their motivation, confidence and learning behaviours. The information provided by the participants were kept confidential.

6.2 Research Hypothesis

Null Hypothesis (H_0)

There is no remarkable difference in the level of self-efficacy and independent English learning

behaviours between the urban and rural learners. Any difference in learners' independent engagement and confidence is thoroughly assumed to be random and not systematically related to their urban and context.

Hypothesis 1 (H₁)

Urban learners exhibit higher self-efficacy than the rural learners in English language learning. This is expected due to better access to technology, resources and supportive learning environments in urban schools.

Hypothesis 2 (H₂)

Higher self-efficacy is emphatically associated with greater independent English learning behaviours among learners. The Learners with greater confidence in their abilities are more likely to engage independently and continue in language learning tasks.

6.3 Data Collection through different strategies

Classroom Observations

The learners were observed directly in their English class to examine their way of presentation, confidence while speaking to know more about their interactive patterns and learning behaviours. The learners both from the urban and rural areas were observed during several lessons and the key observational aspects included:

- teachers while performing the task and other The learner's confidence while speaking spontaneously during English class
- The learner's independent participation in interactive activities and problem-solving skills in classroom tasks.
- The learners's ability to use of available resources such as technology, books and other sources
- Interaction with English learning activities.

Structured Questionnaire

In Table 1, a set of 20 organized item structured as questionnaire was distributed to the learners both urban and rural to measure self-efficacy and

independent learning behaviours including factors like motivation and other learning resources. The learners responded using a 5-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). In these few questions addressed both hypotheses to show how confidence and independent learning are connected. Therefore, combined with classroom observations, this approach gave a clear understanding of self-efficacy and independent English learning in the context of Urban and rural areas.

6.4 Sample size and Participants

The study was conducted among a total of 60 high school students, (learners) aged 14–16 years, from six schools. For this research study, three schools from urban areas and three from rural areas were selected with 10 students (learners) from each school, a total of 60 students (learners) to ensure balanced representation.

6.6 Reason to choose this age group

The age group 14 – 16 corresponds to 9th and 10th grade students, who are at their peak of developing highly interactive language skills and greater autonomy. This particular age group represent an important transitional stage in language learning. In India the 9th and 10th grade students mostly prepare for their board examinations, where English proficiency is a fundamental factor of academic performance and future opportunities.

The students of this age bracket also indicate higher levels of intellectual maturity, allowing them to take part in reflective and independent learning strategies measured against the younger learners. Thus, choosing Grade 9 and 10 students ensures that the study captures learners at a pivotal developmental and academic juncture, where disparities in resources and support are likely to have the most visible impact.

7. Results and Discussion

The data collected through the structured questionnaire (Table 1) was analysed quantitatively to explore the differences between the urban and rural learners. The responses were measured in a 5-point Likert scale (1 = Strongly

Disagree to 5 = Strongly Agree), allowing the calculation of mean scores and standard deviations for each and every category.

The one-way ANOVA test was conducted to identify whether the differences between urban and rural learners were statistically significant. This test compares the variance between groups with variance within groups, producing an F-

value and p-value to indicate if observed differences are unlikely to have happened by chance. Therefore, it provides a clear statistical test for examining both rural and urban differences (H_1) and the influence of self-efficacy on independent learning behaviours (H_2) as how self-efficacy is associated with independent learning.

Table 1 : Structured Questionnaire

Section	Item No.	Statement (Likert Scale)	Linked Hypothesis
A. Confidence in English Learning (Self-Efficacy)	1	I am confident that I can understand English lessons without much help.	H1
	2	I am capable of speaking English in front of my classmates.	H1
	3	I can improve my English skills with effort and hard work	H1
	4	I am able to complete English exercises on my own without asking the teacher.	H1
B. Independent Learning Practices	5	I often try to learn new English words or phrases by myself.	H2
	6	I have the habit of reading English books, stories, or articles outside of school.	H2
	7	I mostly practice writing or speaking in English at home or in my free time.	H2
	8	I use English apps, websites, or videos to improve my skills independently.	H2
C. Motivation and Persistence	9	I motivate myself to learn English even when it feels difficult.	H1/H2
	10	I am always excited to participate in English activities at school.	H1/H2
	11	I set personal goals to improve my English language regularly.	H1/H2
D. Use of Learning Resources	12	I use available tools or materials (books, charts, apps) that help me to learn English.	H2
	13	I ask friends or classmates for help in English when needed.	H2
	14	I am supported by school resources to learn English effectively.	H2
E. Environmental and Contextual Factors	15	My classroom environment always encourages me to practice English confidently.	H2
	16	Teachers provide enough guidance and support to help me learn independently.	H2

	17	I have access to technology or materials that make learning English easier.	H2
F. Challenges and Barriers	18	I get motivated to practice English even though I commit mistakes.	H1/H2
	19	I am able to learn English better as I have access to sufficient resources and support.	H1/H2
	20	Inability to understand lessons won't discourage me from learning English	H1/H2

7. Result

The mean values and standard deviations across the two groups measured along six categories are presented in Table 1. The results clearly state a consistent pattern where urban learners reported higher mean scores than the rural learners in all

positive constructs (Confidence, Independent Learning, Motivation, Use of Resources, Environmental Factors). In contrast, for the category 'Challenges & Barriers,' the rural learners reported a notable higher mean score, indicating they perceive more obstacles to their learning.

Table 2 : Aspects of learning English

Category	Urban Mean $\pm$ SD	Rural Mean $\pm$ SD
Confidence in English Learning	4.02 $\pm$ 0.41	2.94 $\pm$ 0.50
Independent Learning Practices	4.01 $\pm$ 0.45	2.89 $\pm$ 0.55
Motivation & Persistence	4.05 $\pm$ 0.40	3.02 $\pm$ 0.52
Use of Learning Resources	4.10 $\pm$ 0.38	2.85 $\pm$ 0.50
Environmental / Contextual Factors	4.08 $\pm$ 0.42	2.88 $\pm$ 0.53
Challenges & Barriers	2.43 $\pm$ 0.50	3.52 $\pm$ 0.60

The Table 2 presents a steady and significant difference between urban and rural learners in nearly all the favorable aspects of learning English. Urban students indicate that they are very confident in learning English (average 4.0 on the scale), more independent learning, more motivated and persistence, and much more likely to utilize learning resources, but with relatively low variability (SD = 0.38-0.45). Conversely, the means of rural learners on the same categories are just below 3.0 meaning that only there is moderate confidence, poorer autonomous learning habits, and less systematic utilization of materials and opportunities. Urban settings have also got higher rating in environmental and contextual factors (mean = 4.08) as compared to

rural setting (2.88), indicating that the urban student have more conducive school, home, or community factors to learning English. The category in which there is a higher score by the rural students is in the category of Challenges and Barriers (3.52 vs. 2.43) which shows that the rural students report that there are more challenges or barriers such as low exposure, less resources available, or institutional backing as compared to their urban counterparts. Comprehensively, this tendency suggests a strong urban advantage in the internal (motivation, confidence) and external (resources, context) factors where rural learners have structural and psychological barriers to acquiring the English language.

Table 3 : ANOVA

Hypothesis	Category / Section	F-value	p-value	Significant Difference
H1: Urban vs Rural Self-Efficacy	Confidence in English Learning	55.21	< 0.001	Urban learners are significantly more confident
H2: Self-Efficacy → Independent Learning	Independent Learning Practices	48.34	< 0.001	Higher self-efficacy is notably linked to more independent learning
H2	Motivation & Persistence	42.12	< 0.001	The urban learners are highly motivated and persistent
H2	Use of Learning Resources	61.87	< 0.001	The urban learners make greater use of resources
H2	Environmental / Contextual Factors	58.44	< 0.001	The urban classroom environment is more supportive
H2	Challenges & Barriers	36.75	< 0.001	The rural learners face more barriers affecting both H1 & H2

The results of ANOVA (Table 3) indicate that there are strong differences that are statistically significant (all $p < 0.001$) between all categories, proving both hypotheses are statistically supported. H1 is proved: urban learners note a significantly higher self-efficacy in the area of Confidence in English Learning as they feel much more competent than those in the rural group do. An increased self-belief seems to be channeled into behavior, which proves H2: better self-efficacy is explicitly related to more effective "Independent Learning Practices," higher "Motivation & Persistence" and more effective "Use of Learning Resources". The findings also indicate that there are greater positivitis of the Urban learners on the Environmental / Contextual Factors indicating that their learning environments and the learning ecosystems in general are conducive. Conversely, rural learners have much higher levels of Challenges and Barriers implying that they have greater constraints which probably nullify self-efficacy (H1) and the practice of independent learning habits (H2). Altogether, the trend is reinforcing loop in urban environments - high self-efficacy, improved settings, and increased resources utilization, whereas rural students have to struggle against systematic disadvantages preventing not only confidence but also

autonomous learning behavior. The p-values collected for all comparative analyses are exceedingly small ($p < .001$). The p-value below the alpha level of .05 (and certainly below .001) in any of the statistical hypothesis testing provides very strong evidence against the null hypothesis. This clearly states that the probability of attaining differences of this dimension purely by other means (random) chance is less than 0.1%. This proves that these results are highly statistically significant. This firmly confirms that the clear distinction in independent learning behaviours, self-efficacy and other environmental factors between urban and rural learners are genuine, systematic and directly attributed to the contextual disparities, rather than to random variation within the sample. The significant results across every category strengthens the validity and reliability of the study's important findings.

Figure 3 shows the comparison between the Urban and Rural Students. This proves the Higher Self-efficacy among the Urban Learners and Lower Self-efficacy among the rural learners. The radar chart compare the responses of urban and rural students on self efficacy items under H1. The responses in urban reactions have more spikes of Strongly Agree and Agree and are larger on the outer rings, which shows a higher

confidence in English learning. Rural reactions depict a few less points of Strongly Agree and Still agree and a larger point distribution of Neutral, Disagree, and Strongly disagree, which appears inward and irregular. This image pattern indicates that urban learners are more positive and

consistent in their self-beliefs, whereas the rural learners have mixed or negative perception, and the uncertainty and disagreement are higher. All in all, the chart confirms that urban students have better self-efficacy in English compared to rural students.

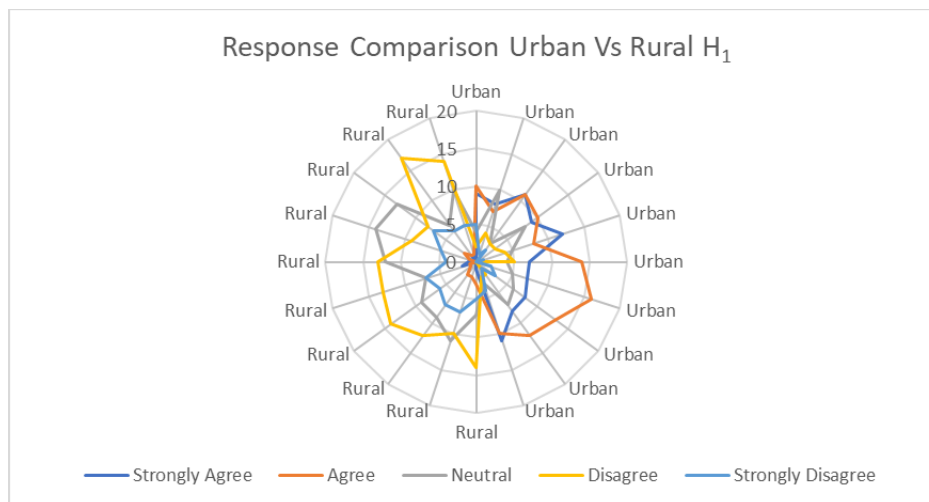
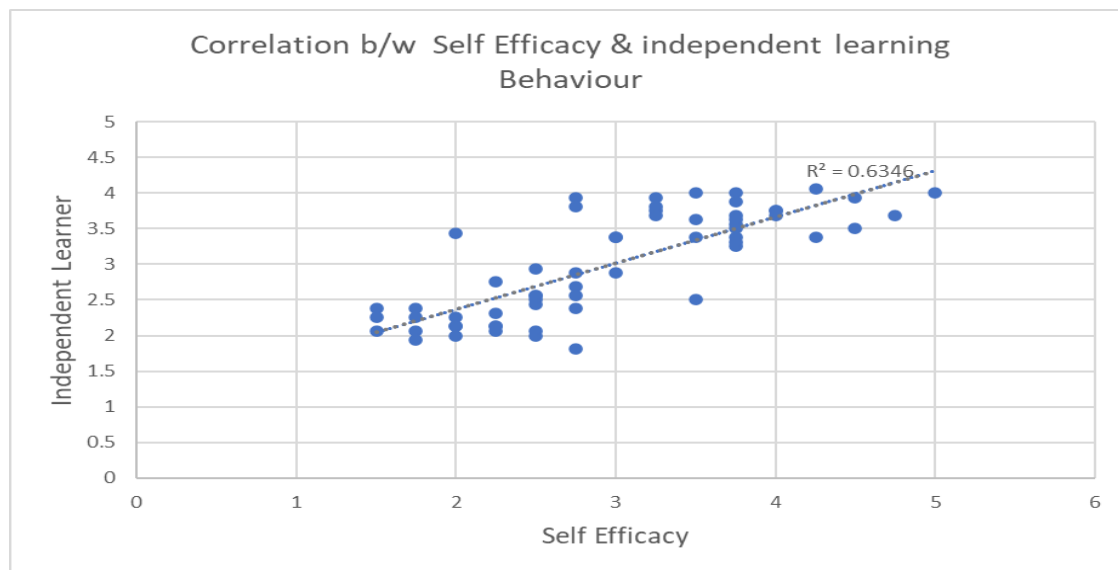


Figure 3: Comparison between the Urban and Rural Students

Figure 4 shows that there is a positive relationship between self-efficacy and independent learning behaviour and this is clear. The higher the score of the self-efficacy of the students on the x-axis, the higher the score of the independent learners on the y-axis, and the dots will be concentrated closely around the upwardly sloping regression line. The determination coefficient ($R^2 = 0.6346$) shows that about 63 percent of the variation in the independent learning behaviour is attributed to changes in self-efficacy, which shows a great relationship. The Co-relation value is 0.7966 and p value is 2.71×10^{-14} . Practically, more confident

learners stand a significant chance to make use of self-directed strategies, including planning, monitoring and resource utilization independently. On the other hand, those students whose self-efficacy levels were low are more inclined to display less independent learning patterns, as they are still closer to teacher dependence. On the whole, the number validates the hypothesis that the reinforcement of self-beliefs among learners is a major lever towards encouraging stronger and independent learning behaviour.



can improve their writing skills by writing diaries, short stories etc. The students understanding their self- efficacy as what is good for them can choose the different streams and mode in English Language Learning.

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